

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter the researcher presents research finding and discussion. The research finding discuss about the result of data analysis and the result of hypothesis testing. The discussion section consists of discussion about the research finding.

A. The Significance of Different

The researcher used statistical test using paired sample t-test stated by SPSS 16.00 to ensure the effectiveness of using think-pair-share technique. The result as follows.

Table 4.1 Paired Sample Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	56.4286	28	13.93484	2.63344
	Posttest	68.9286	28	7.37327	1.39342

Based on the table 4.1, output paired samples statistic shows mean of pretest (56.42) and mean of posttest (68.92), while N for cell there are 28. Meanwhile, standard deviation for pretest (13.93) and standard deviation for posttest (7.37). Mean standard error for pretest (2.63), while

posttest (1.39). So, that means of pre-test and post-test is different from the 28 students.

Table 4.2 Paired Sample Correlations

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1 pretest & posttest	28	.502	.006

Based on the table 4.2, output paired samples correlation shows how the big influence between sample, where can be seen numeral both correlation is (0.502) and numeral significance (0.006).

The results of the correlation between the two variables, which produces (0.502) numbers with a probability value far below 0.05 (see significant value output (0.006). It is claimed that the correlation between the pre-test and post-test there is a difference.

For interpretation of decision based on result of probability achievement, that is:

- a. If the probability > 0.05 then the hypothesis null accepted.
- b. If the probability < 0.05 then the hypothesis null rejected.

The large of numeral significant (0.006) smaller from (0.05). it means that the hypothesis clarify there is no any significant different score using think pair share in teaching grammar at second year students at MTs

Setinggil Gandekan Blitar is rejected. The other word, taught using think pair share is effective the students' teaching grammar.

Table 4.3 Paired Sample Test

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pretest - posttest	-1.25000E1	12.05696	2.27855	-17.17520	-7.82480	-5.486E0	27	.000

Based on the table 4.3, output paired samples test show the result of compare analysis with using test t. Output shows that mean pretest and posttest is (-1.250), standard deviation (12.056), mean standard error (2.278). The lower different (-17.175), while the upper different (-7.824). The result test $t = (-5.486)$ with df 27 and significance 0.000.

Interpretation toward t_c conducted by two methods:

1. Based on the test score t with compare t_c (t count) with t_t (t table), where $df = 27$, the result of numeral: 2.048 for standard significant 5% , it means that more large from t_t (symbol minus in this matter ignored at standard significant 5%, it means the hypothesis null was rejected.
2. Based on the large of digit significant. In this case decision taken from determine:

- a. If the probability > 0.05 then the hypothesis null accepted.
- b. If the probability < 0.05 then the hypothesis null rejected.

With the numeral of significant 0.006, it means smaller from 0.05, then the hypothesis null clarify that there is no significant different score using by think pair share in teaching grammar of the second grade students at MTs Setinggil Gandekan Blitar is rejected.

B. Hypothesis Testing

As stated earlier, the null hypothesis (H_0) and alternative hypothesis (H_a) of this research are:

1. H_0 (null hypothesis) :there are no significant difference scores between the students who are taught before and after using Think Pair Share technique.
2. H_a (alternative hypothesis) :there are significant difference scores between the students who are taught before and after using Think Pair Share technique.

Based on statistical calculation using SPSS 16.00, the researcher give interpretation to significant value. The significant value of the research is 0.000, the significant level 0.05 and the t_{table} 2.048 the df : 27 where as the t_{count} 5.486. when the significant value (0.000) $<$ significant level (0.05) the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. While significant value (0.000) $>$ significant level (0.05) the null

hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. Because significant value (0.000) is smaller than significant level (0.05), it can be concluding that alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there is different scores on the students' grammar before and after being taught by using think pair share technique .

There is different on paired Sample Statistic that the mean before taught using think pair share technique is 56.42, and after taught using think pair share technique is 68.92, means that the mean before taught using TPS is lower than after taught using TPS. Those, it can be concluded that by using TPS in teaching grammar especially in past continuous tense at second years students at MTs Setinggil Gandekan Blitar is effective.

C. The Difference Testing Pretest and Posttes

Refer to the last chapter, the researcher used test in collecting data. It was given to the second grade students of B class at MTs Setinggil Gandekan Blitar as a subject of the research. The test is consist of 10 questions. The types of test are 10 multiple choice. There were 28 students as a subject at the research.

The students' achievement in grammar before and after being taught by using TPS can be seen in appendix.

The students were given pre-test before giving treatment. The result of pre-test indicated that students have enough in past continuous

tense. According to (Riduwan 2009:18), the criteria interpretation of score

are: 0% - 20% = poor
 21% - 40% = fair
 41% - 60% = good
 61% - 80% = very good
 80% - 100% = Excellent

- a) An analysis on the students' achievement in grammar before and after taught by using TPS.

Table 4.4 Student's Percentage Before Taught Using TPS

Criteria	N	Percentage
Fair	6	21.429%
Good	13	46.429%
Very good	8	28.571%
Excellent	1	3.571%
	28	100%

Based on the table above there are 6 students(21.429%) who get fair criteria, 13 students (46.429%) who get good criteria. Then 8 students (28.571%) who get very good criteria, and there are 1 students(3.571%). It means that is almost 50% students of the total have good score in grammar especially in past continuous tense.

Table 4.5 Student's Percentage After Taught Using TPS

Criteria	N	Percentage
Fair	0	0%
Good	7	25%
Very good	16	57.143%
Excellent	5	17.857%
	28	100%

Based on the table above there are 7 students (25%) who get good criteria, 16 students (57.143%) who get very good criteria. Then 5 students (17.857%) who get excellent criteria. It means that after being taught by think pair share technique the number of students who get very good criteria more than 50% and the number of students who get good criteria decrease while the number of students who get very good and excellent.

After getting the result of student pre-test, the researcher gave treatment for the students by teaching them using think-pair-share. When teaching learning process was running, the students felt happy, enjoy, and comfortable in participating the learning process.

After the treatment was done, the researcher gave a posttest to all the students. This posttest used to know students' grammar achievement especially in past continuous tense after taught by using think-pair-share technique. The researcher wanted to know how far the students understanding about the use of past continuous tense in a context that given to the students when treatment process is done.

- b) An analysis on the effectiveness of TPS strategy in improving students' grammar achievement. There are differences data presentations between before and after taught by using think-pair-share technique. The data present that the score after taught by using think-pair-share technique better than higher before taught by using think-pair-share technique.

D. Discussion

Based on the research finding, it showed that the mean scores between pretest and posttest is different. The objectives of the study is to know if there is an effect in applying that think-pair-share in teaching past continuous tense at the second years of MTs Setinggil Gandekan Blitar in academic 2014/2015. Based on the result of the statistical computation, showed that the result after taught grammar by using TPS is 5.486, and to know what the different was significant or not, the researcher used t distribution. If $t_{\text{count}} > t_{\text{table}}$ ($5.486 > 2.048$). So, null hypothesis (H_0) is rejected or alternative hypothesis (H_a) is accepted.

In the pretest, the average score is 56.42, while the average score in posttest is 68.92. From the mean score look difference value, the result shows that the post test was better than pretest. From the result above, the conclusion is the students get good achievement in past continuous tense after taught by using TPS. The students' grammar achievement improves significantly. So teaching past continuous using think-pair-share is effective toward the students' grammar achievement for the second grade students in MTs Setinggil Gandekan Blitar. By using this technique, the students felt happy, enjoy, and comfortable in participating the teaching and learning process. In the other words, think-pair share could improve students in grammar actively and understand about the subject being taught.

Based on the researcher method, in teaching learning process was divided into three steps. Firstly, the step is giving pretest for the students, its mean that to know the students' grammar before being taught think-pair-share technique. Secondly, the step was giving treatment to the students, the treatment here was teaching past continuous by think-pair-share technique. Thirdly, the step was giving posttest, in the posttest the students were given a test to know their grammar after they were got a treatment by think-pair-share technique.

Think-pair-share technique is an effective for teaching grammar. The word "effective" here means that think-pair-share technique gives positive change in the teaching and learning process. Here think-pair-share technique helps the students grammar achievement more better than before. The think-pair-share technique always give the learner chance to think what their thinking in question who given by the teacher. Based on Budd-Rowe (in Kessler, 1992: 21) states an advantage to TPS is that students have increased wait time, the opportunity to think about their answer before thinking about who they will share with. Low-consensus information, unfamiliar topics, or "higher-order" analysis, synthesis, or evaluation application may require more thinking time than high-consensus information. Because of the material of grammar very important to communication so think pair share technique suitable to apply.

Not only that, The advantages of learning model TPS by Ibrahim et al. (2000:6):

- 1) The use of methods of learning TPS require students to use the time to do the tasks or problems given by the teacher at the beginning of the meeting so that students are expected to understand the material well before the teacher pass at the next meeting.
- 2) Improving attendance. The task given by the teacher at each meeting in addition to actively engage students in the learning process is also intended for students to always try to be present at each meeting. For the students who did not attend the student did not do the work and it will affect their learning outcomes.
- 3) Reduced dropout rates. TPS learning model is expected to motivate students in learning so that students' learning can be better than conventional models.

From the explanation above, it can be concluded that think-pair-share technique is an effective technique in teaching grammar. Such as the previous research which have been done by Agus (2006) conducted a research entitled the effect of cooperative learning model using think-pair-share technique in the teaching of grammar at first year students. The research conducted in experimental study that has compare the two technique among think-pair-share technique with grammar translation method .The result of the research showed that TPS technique can improve

students' grammar achievement than grammar translation method. So think-pair-share technique is an effective technique in teaching grammar.

It can be conclude that there is significant difference in grammar achievement between students' before they were taught using TPS and after they were taught using TPS. So, using TPS can be used as an alternative to teach grammar to the students especially at MTs Wahid Hasyim Setinggil Gandekan Blitar and at junior high school commonly.